

**Texas Education Agency
Standard Application System (SAS)**

2014-2016 Technology Lending Program Grant

Program authority:	General Appropriations Act, Article III, Rider 8, 83rd Texas Legislature; TEC, Chapter 31, Section 31.021(f) and Chapter 32	FOR TEA USE ONLY Write NOGA ID here:
Grant period:	October 1, 2014, to August 31, 2016	
Application deadline:	5:00 p.m. Central Time, May 13, 2014	
Submittal information:	<p>Four complete copies of the application, three with original signature (blue ink preferred), must be received no later than the aforementioned time and date at this address:</p> <p style="text-align: center;">Document Control Center, Division of Grants Administration Texas Education Agency 1701 North Congress Ave Austin TX 78701-1494</p>	<p>Place date stamp here</p> <p>Received Texas Education Agency 2014 MAY 13 PM 1:53 Document Control Center</p>
Contact information:	Kathy Ferguson: techlending@tea.state.tx.us; (512) 463-9400	

Schedule #1—General Information

Part 1: Applicant Information

Organization name		County-District #	Campus name/#	Amendment #
Kermit ISD		248-901	001, 041, 101	
Vendor ID #	ESC Region #	US Congressional District #	DUNS #	
1756001904	18	TX=011	049458227	
Mailing address			City	State ZIP Code
601 S. Poplar St.			Kermit	TX 79745

Primary Contact

First name	M.I.	Last name	Title
Donna	D.	Price	Director of Curriculum and Instruction
Telephone #	Email address		FAX #
432-586-1003	dprice@kisd.esc18.net		432-586-1013

Secondary Contact

First name	M.I.	Last name	Title
Gayle		Fuqua	Business Manager
Telephone #	Email address		FAX #
432-586-1000	gfuqua@kisd.esc18.net		432-586-1012

Part 2: Certification and Incorporation

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. **It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.**

Authorized Official:

First name	M.I.	Last name	Title
Bill	H	Boyd	Superintendent
Telephone #	Email address		FAX #
432-586-1000	bboyd@kisd.esc18.net		432-586-1012
Signature (blue ink preferred)		Date signed	

Only the legally responsible party may sign this application.




701-14-107-258

Schedule #1—General Information (cont.)

County-district number or vendor ID: 248-901

Amendment # (for amendments only):

Part 3: Schedules Required for New or Amended Applications

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
2	Required Attachments and Provisions and Assurances	<input checked="" type="checkbox"/>	N/A
4	Request for Amendment	N/A	<input checked="" type="checkbox"/>
5	Program Executive Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6	Program Budget Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
8	Professional and Contracted Services (6200)	<input type="checkbox"/>	<input type="checkbox"/>
9	Supplies and Materials (6300)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
10	Other Operating Costs (6400)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
11	Capital Outlay (6600/15XX)	<input type="checkbox"/>	<input type="checkbox"/>
12	Demographics and Participants to Be Served with Grant Funds	<input checked="" type="checkbox"/>	<input type="checkbox"/>
13	Needs Assessment	<input checked="" type="checkbox"/>	<input type="checkbox"/>
14	Management Plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
15	Project Evaluation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
16	Responses to Statutory Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
17	Responses to TEA Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 248-901

Amendment # (for amendments only):

Part 1: Required Attachments

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
No fiscal-related attachments are required for this grant.		
#	Name of Required Program-Related Attachment	Description of Required Program-Related Attachment
No program-related attachments are required for this grant.		

Part 2: Acceptance and Compliance

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.

X	Acceptance and Compliance
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the General and Fiscal Guidelines .
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the program guidelines for this grant.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with all General Provisions and Assurances requirements.
<input checked="" type="checkbox"/>	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all Debarment and Suspension Certification requirements.

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 248-901

Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances☒ I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	The applicant assures that funds provided under the Instructional Materials Allotment (IMA) or other funding are insufficient to purchase enough lending technology for every student who needs dedicated access to a device.
4.	The applicant assures that it will provide access to lending technology and residential access to the Internet for students, including economically disadvantaged students and students with disabilities, who do not already have either the needed equipment or Internet service for learning at home.
5.	The applicant understands that equipment purchased with Technology Lending Program Grant funds is the property of the district or charter school.
6.	The applicant assures that infrastructure and technical support are adequate to support students' use of loaned equipment provided through the grant at its participating campus(es).
7.	The applicant assures that it will provide adequate staff to administer the program and ensure successful implementation.
8.	The applicant assures that it will account for the technology lending equipment in accordance with district policy for accounting for such equipment, including providing insurance when insurance is typically provided for such equipment. The applicant understands that the grant funds cannot be used to replace lost, stolen, or damaged equipment.
9.	The applicant assures that it will obtain a Technology Lending Agreement signed by the parents/guardian of each participating student and by the student participating in the program, including an assurance of student's mastery of the grade-appropriate Digital Citizenship strand of the Technology Applications Texas Essential Knowledge and Skills.
10.	The applicant assures that it has an approved 2013-2014 district technology plan on file with TEA. The applicant understands that if an approved 2013-2014 district technology plan is not on file with TEA at the time the applications is submitted to TEA on the application due date, the application is not eligible to be funded.
11.	The applicants assures that it is at Developing or higher Level of Progress in Teaching and Learning and in Educator Preparation in their Texas Campus School Technology and Readiness (STaR Chart) report for the 2012-2013 school year.
11.	The applicant assures that technology lending and use of electronic instructional materials are incorporated into school district or open-enrollment charter school's technology plan.
12.	The applicant assures that appropriate professional development has already been provided for teachers in the use of digital content or that appropriate professional development will be provided within the first three months of the grant period (i.e., October 1, 2014-December 31, 2014) to be prepared for the grant implementation.
13.	The applicant assures that a minimum of 50% of the funds awarded will be spent within the first four months of the grant period (i.e., October 1, 2014-February 1, 2015), and that 100% of the funds will be expended no later than the end of the 1 st year of the grant period (i.e. August 31, 2015) to ensure full program implementation through August 31, 2016.
14.	The applicant agrees to collect and report the data for the performance measures stated in the Program Guidelines under Program Evaluation. The applicant assures it will develop appropriate systems and processes to collect and report the required data.

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Schedule #4—Request for Amendment

County-district number or vendor ID: 248-901

Amendment # (for amendments only):

Part 1: Submitting an Amendment

This schedule is used to amend a grant application that has been approved by TEA and issued a Notice of Grant Award (NOGA). **Do not submit this schedule with the original grant application.** Refer to the instructions to this schedule for information on what schedules must be submitted with an amendment.

An amendment may be submitted by mail *or* by fax. Do not submit the same amendment by both methods. Amendments submitted via email will not be accepted.

If the amendment is mailed, submit three copies of each schedule pertinent to the amendment to the following address: Document Control Center, Division of Grants Administration, Texas Education Agency, 1701 N. Congress Ave., Austin TX 78701-1494.

If the amendment is faxed, submit one copy of each schedule pertinent to the amendment to either of the following fax numbers: (512) 463-9811 or (512) 463-7915.

The last day to submit an amendment to TEA is listed on the [TEA Grant Opportunities](#) page. An amendment is effective on the day TEA receives it in substantially approvable form. All amendments are subject to review and approval by TEA.

Part 2: When an Amendment Is Required

For all grants, regardless of dollar amount, prior written approval is required to make certain changes to the application. Refer to the "When to Amend" guidance posted in the Amendments section of the Division of Grants Administration [Grant Management Resources](#) page to determine when an amendment is required for this grant. Use that guidance to complete Part 3 and Part 4 of this schedule.

Part 3: Revised Budget

			A	B	C	D
#	Schedule #	Class/ Object Code	Grand Total from Previously Approved Budget	Amount Deleted	Amount Added	New Grand Total
2.	Schedule #8: Contracted Services	6200	\$	\$	\$	\$
3.	Schedule #9: Supplies and Materials	6300	\$	\$	\$	\$
4.	Schedule #10: Other Operating Costs	6400	\$	\$	\$	\$
5.	Schedule #11: Capital Outlay	6600/ 15XX	\$	\$	\$	\$
6.	Total direct costs:		\$	\$	\$	\$
7.	Indirect cost (%):		\$	\$	\$	\$
8.	Total costs:		\$	\$	\$	\$

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Schedule #4—Request for Amendment (cont.)

County-district number or vendor ID: 248-901

Amendment # (for amendments only):

Part 4: Amendment Justification

Line #	# of Schedule Being Amended	Description of Change	Reason for Change
1.			
2.			
3.			
4.			
5.			
6.			
7.			

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Schedule #5—Program Executive Summary

County-district number or vendor ID: 248-901

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Kermit ISD is set in the deserts of west Texas. Sixty-four percent of our student population is economically disadvantaged. A recent survey shows that roughly 80% of Kermit ISD households have internet access through some computing device whether it be a cellular telephone with a data plan, a personal gaming system, e-reader, tablet, notebook, or laptop. Needless to say that gaming systems and cell phones are hardly adequate for academic rigor. The problem lies in the fact that core academic instructional resources are moving to a primarily online or cloud-based format. Moreover, research indicates that kids are more engaged when teachers leverage interactive technology. Simply, we have a discrepancy between the need for at home technology and our community's ability to provide devices and internet access at home.

Our plan to address this gap in technology need and available technology for students at home is by providing computers for students to check out of the library in grades 5-12. We are calling this the *TEACH Initiative*, TEACH stands for, "Technology for Everyone and Access to Computers at Home." The devices are tablets with touch screen technology with a Bluetooth keyboard. These devices will be loaded with a classroom management program that allows teachers to push assignments to students while restricting a student's ability to get distracted by adventuring off into different programs, applications, or websites. The devices will also have productivity software loaded so that students can complete assignments such as spreadsheets, presentations, documents, and databases.

The *TEACH Initiative* will allow us to provide internet access to our students via a city wide WIFI network. The system will include 3-4 omnidirectional antennas strategically placed around town and roughly 135 wireless access nodes. Kermit TX is approximately 2.4 miles in diameter with relatively flat terrain and low profile buildings. What that equates to is an area that is almost ideal for a WIFI net of sorts that can reach 98% of all KISD students.

The *TEACH Initiative* will require that students and parents sign a *Technology Lending Agreement* that clearly defines the expectations for use, care and maintenance of the device as well as what it means to be a responsible digital citizen. Parents and students will have to complete a training program before they are eligible to check-out a school computer for at home use. The KISD library system is adept at cataloguing, monitoring, and tracking diverse inventory from books to classroom media. The librarians are an essential part of the program in that devices will be lent through the library.

In addition to training parents and students. The *TEACH Initiative* requires that teachers go through an extensive 30 hour training program for integrating technology into daily academic lessons.

Our needs assessment process is well established and monitored by the district site-based committee, campus site-based committees, and the district technology committee. The process includes student achievement data, attendance information, surveys of parents, the community, students and teachers, and the district STaR Chart. The process is reviewed and conducted annually by the district site-based committee.

The budget for this project was determined by the needs assessment and meeting the goals listed on schedule 13. The process for developing the budget included evaluating computing devices along with the specified needs. The devices selected reflect this process. The budget also includes monies for the WIFI network engineered by the district's expert consultant.

The grant will be managed by a team of district librarians, administrators and IT staff. The curriculum director and technology director will have primary oversight responsibility for the program and the library staff will coordinate efficient distribution of the lending devices according to grant policy. The management team will meet regularly to determine the effectiveness of the program.

The program evaluation is detailed in schedule 15. We will collect data related to the effectiveness of the devices themselves, use of the technology in the classroom and at home, and the WIFI network's functionality. Data sources include work order logs, surveys, system diagnostics, and the library inventory/check-out system.

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Schedule #5—Program Executive Summary (cont.)

County-district number or vendor ID: 248-901

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

The application thoroughly addresses each of the grants statutory requirements in that we discuss how the *TEACH Initiative* will...

1. Use the funds to create a technology lending program for students and give them access to cloud-based instructional materials at home.
2. Leverage the materials purchased via the Instructional Materials Allotment (IMA) for instructional resources and how the program will work in unison with other funding sources.

The application also completely addresses all 11 TEA requirements by...

1. Demonstrating how the *TEACH Initiative* aligns with existing district goals.
2. Prioritizing the technology lending program to serve the students/campuses with the greatest needs.
3. Ensuring that the *TEACH Initiative* aligns with the district's current curriculum, instruction and classroom policies.
4. Aligning the *TEACH Initiative* to serve as a conduit for electronic resources in core academic areas.
5. Providing extensive professional development for core academic teachers who are participating in the program.
6. Including a summary of existing infrastructure is provided, along with plans for expansion under our *TEACH* initiative.
7. Detailing how the *TEACH Initiative* includes plans to provide internet access to our students via a city wide WIFI network.
8. Explaining how in response to increased technology demands, the district has already increased out technology support staff.
9. Speak to the checkout process and explain how it is documented, including the priority system to be utilized.
10. Document how library checkout will maintain inventories and documents the implementation of a fee schedule rather than insurance.
11. Require participants to sign a technology lending agreement.

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Schedule #6—Program Budget Summary

County-district number or vendor ID: 248-901	Amendment # (for amendments only):
Program authority: General Appropriations Act, Article III, Rider 8, 83rd Texas Legislature; Texas Education Code, Chapter 31, Section 31.021(f) and Chapter 32	
Grant period: October 1, 2014, to August 31, 2016	Fund code: 410

Budget Summary

Schedule #	Title	Class/ Object Code	Program Cost	Admin Cost	Total Budgeted Cost	
Schedule #8	Professional and Contracted Services (6200)	6200	\$0	\$0	\$0	
Schedule #9	Supplies and Materials (6300)	6300	\$84,418	\$0	\$84,418	
Schedule #10	Other Operating Costs (6400)	6400	\$42,175	\$0	\$42,175	
Schedule #11	Capital Outlay (6600/15XX)	6600/ 15XX	\$0	\$0	\$0	
Total direct costs:			\$126,593	\$0	\$126,593	
Percentage% <u>indirect costs</u> (see note):			N/A	\$0	\$0	
Grand total of budgeted costs (add all entries in each column):			\$126,593	\$0	\$126,593	

Administrative Cost Calculation

Enter the total grant amount requested:	\$126,593
Percentage limit on administrative costs established for the program (15%):	× .15
Multiply and round down to the nearest whole dollar. Enter the result.	
This is the maximum amount allowable for administrative costs, including indirect costs:	\$18,989

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application. If indirect costs are claimed, they are part of the total grant award amount. They are not in addition to the grant award amount.

Indirect costs are not required to be budgeted in the grant application in order to be charged to the grant. Do not submit an amendment solely for the purpose of budgeting indirect costs.

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Schedule #8—Professional and Contracted Services (6200)

County-district number or vendor ID: 248-901

Amendment # (for amendments only):

NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.

Expense Item Description		Grant Amount Budgeted
6269	Rental or lease of buildings, space in buildings, or land Specify purpose:	\$0
6299	Contracted publication and printing costs (specific approval required only for nonprofits) Specify purpose:	\$0
62XX	ESC charges as per approved cost allocation plan, such as internal service fund. To be completed by ESC only when ESC is the applicant. Check all that apply: <input type="checkbox"/> Salaries/benefits <input type="checkbox"/> Other: <input type="checkbox"/> Networking (LAN) <input type="checkbox"/> Other: <input type="checkbox"/> Computer/office equipment lease <input type="checkbox"/> Other: <input type="checkbox"/> Building use <input type="checkbox"/> Other: <input type="checkbox"/> Copier/duplication services <input type="checkbox"/> Other: <input type="checkbox"/> Telephone <input type="checkbox"/> Other: <input type="checkbox"/> Administrative <input type="checkbox"/> Other:	\$0
a. Subtotal of professional and contracted services (6200) costs requiring specific approval:		\$0

Professional Services, Contracted Services, or Subgrants Less Than \$10,000

#	Description of Service and Purpose	Check If Subgrant	Grant Amount Budgeted
1		<input type="checkbox"/>	\$
2		<input type="checkbox"/>	\$
3		<input type="checkbox"/>	\$
4		<input type="checkbox"/>	\$
5		<input type="checkbox"/>	\$
6		<input type="checkbox"/>	\$
7		<input type="checkbox"/>	\$
8		<input type="checkbox"/>	\$
9		<input type="checkbox"/>	\$
10		<input type="checkbox"/>	\$
b. Subtotal of professional services, contracted services, or subgrants less than \$10,000:			\$

Professional Services, Contracted Services, or Subgrants Greater Than or Equal to \$10,000

Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant
Describe topic/purpose/service:		
Contractor's Cost Breakdown of Service to Be Provided		Grant Amount Budgeted
1	Contractor's payroll costs # of positions:	\$
	Contractor's subgrants, subcontracts, subcontracted services	\$
	Contractor's supplies and materials	\$
	Contractor's other operating costs	\$
	Contractor's capital outlay (allowable for subgrants only)	\$
Total budget:		\$0

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Schedule #8—Professional and Contracted Services (6200)

County-District Number or Vendor ID: 248-901

Amendment number (for amendments only):

Professional Services, Contracted Services, or Subgrants Greater Than or Equal to \$10,000 (cont.)

2	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant
	Describe topic/purpose/service:		
	Contractor's Cost Breakdown of Service to Be Provided		Grant Amount Budgeted
	Contractor's payroll costs	# of positions:	\$
	Contractor's subgrants, subcontracts, subcontracted services		\$
	Contractor's supplies and materials		\$
	Contractor's other operating costs		\$
	Contractor's capital outlay (allowable for subgrants only)		\$
Total budget:		\$	
3	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant
	Describe topic/purpose/service:		
	Contractor's Cost Breakdown of Service to Be Provided		Grant Amount Budgeted
	Contractor's payroll costs	# of positions:	\$
	Contractor's subgrants, subcontracts, subcontracted services		\$
	Contractor's supplies and materials		\$
	Contractor's other operating costs		\$
	Contractor's capital outlay (allowable for subgrants only)		\$
Total budget:		\$	
4	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant
	Describe topic/purpose/service:		
	Contractor's Cost Breakdown of Service to Be Provided		Grant Amount Budgeted
	Contractor's payroll costs	# of positions:	\$
	Contractor's subgrants, subcontracts, subcontracted services		\$
	Contractor's supplies and materials		\$
	Contractor's other operating costs		\$
	Contractor's capital outlay (allowable for subgrants only)		\$
Total budget:		\$	
5	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant
	Describe topic/purpose/service:		
	Contractor's Cost Breakdown of Service to Be Provided		Grant Amount Budgeted
	Contractor's payroll costs	# of positions:	\$
	Contractor's subgrants, subcontracts, subcontracted services		\$
	Contractor's supplies and materials		\$
	Contractor's other operating costs		\$
	Contractor's capital outlay (allowable for subgrants only)		\$
Total budget:		\$	

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Schedule #8—Professional and Contracted Services (6200)

County-District Number or Vendor ID: 248-901		Amendment number (for amendments only):	
Professional Services, Contracted Services, or Subgrants Greater Than or Equal to \$10,000 (cont.)			
Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant	
Describe topic/purpose/service:			
6	Contractor's Cost Breakdown of Service to Be Provided		Grant Amount Budgeted
	Contractor's payroll costs	# of positions:	\$
	Contractor's subgrants, subcontracts, subcontracted services		\$
	Contractor's supplies and materials		\$
	Contractor's other operating costs		\$
	Contractor's capital outlay (allowable for subgrants only)		\$
	Total budget:		\$
7	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant
	Describe topic/purpose/service:		
	Contractor's Cost Breakdown of Service to Be Provided		Grant Amount Budgeted
	Contractor's payroll costs	# of positions:	\$
	Contractor's subgrants, subcontracts, subcontracted services		\$
	Contractor's supplies and materials		\$
	Contractor's other operating costs		\$
8	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant
	Describe topic/purpose/service:		
	Contractor's Cost Breakdown of Service to Be Provided		Grant Amount Budgeted
	Contractor's payroll costs	# of positions:	\$
	Contractor's subgrants, subcontracts, subcontracted services		\$
	Contractor's supplies and materials		\$
	Contractor's other operating costs		\$
Contractor's capital outlay (allowable for subgrants only)		\$	
Total budget:		\$	
c. Subtotal of professional services, contracted services, and subgrants greater than or equal to \$10,000:		\$	
a. Subtotal of professional services, contracted services, and subgrant costs requiring specific approval:		\$	
b. Subtotal of professional services, contracted services, or subgrants less than \$10,000:		\$	
c. Subtotal of professional services, contracted services, and subgrants greater than or equal to \$10,000:		\$	
d. Remaining 6200—Professional services, contracted services, or subgrants that do not require specific approval:		\$	
(Sum of lines a, b, c, and d) Grand total		\$0	

For a list of unallowable costs and costs that do not require specific approval, see the guidance posted on the Division of Grants Administration [Grant Management Resources](#) page.

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Schedule #9—Supplies and Materials (6300)

County-District Number or Vendor ID: 248-901				Amendment number (for amendments only):		
Expense Item Description						
63XX	ESC charges as per approved cost allocation plan, such as internal service fund. To be completed by ESC only when ESC is the applicant. Check all that apply:					Grant Amount Budgeted
	<input type="checkbox"/>	Print shop fees	<input type="checkbox"/>	Technology-related supplies		\$0
	<input type="checkbox"/>	Postage	<input type="checkbox"/>	Other:		
	<input type="checkbox"/>	Copy paper	<input type="checkbox"/>	Other:		
6399	Technology Hardware—Not Capitalized					
	#	Type	Purpose	Quantity	Unit Cost	Grant Amount Budgeted
	1	Computer	Lending device w/student bundle	130	\$360	\$50,093
	2	Computer	Lending device	10	\$330	
	3					
	4				\$	
	5				\$	
6399	Technology software—Not capitalized					\$0
6399	Supplies and materials associated with advisory council or committee					\$0
Subtotal supplies and materials requiring specific approval:						\$50,093
Remaining 6300—Supplies and materials that do not require specific approval:						\$34,325
Grand total:						\$84,418

For a list of unallowable costs and costs that do not require specific approval, see the guidance posted on the Division of Grants Administration [Grant Management Resources](#) page.

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Schedule #10—Other Operating Costs (6400)

County-District Number or Vendor ID: 248-901				Amendment number (for amendments only):	
Expense Item Description					Grant Amount Budgeted
64XX	ESC charges as per approved cost allocation plan, such as internal service fund. To be used by ESC when ESC is the applicant. Check all that apply:				\$0
	<input type="checkbox"/>	ESC-owned vehicle usage	<input type="checkbox"/>	Other:	
	<input type="checkbox"/>	Insurance	<input type="checkbox"/>	Other:	
6411	Out-of-state travel for employees (includes registration fees)				\$0
	Specify purpose:				
6412	Travel for students (includes registration fees; does not include field trips): Specific approval required only for nonprofit organizations.				\$0
	Specify purpose:				
6413	Stipends for non-employees (specific approval required only for nonprofit organizations)				\$0
	Specify purpose:				
6419	Travel for non-employees (includes registration fees; does not include field trips): Specific approval required only for nonprofit organizations				\$0
	Specify purpose:				
6411/ 6419	Travel costs for executive directors (6411); superintendents (6411); or board members (6419): Includes registration fees				\$0
	Specify purpose:				
6429	Actual losses that could have been covered by permissible insurance				\$0
6490	Indemnification compensation for loss or damage				\$0
6490	Advisory council/committee travel or other expenses				\$0
6499	Membership dues in civic or community organizations (not allowable for university applicants)				\$0
	Specify name and purpose of organization:				
6499	Publication and printing costs—if reimbursed (specific approval required only for nonprofit organizations)				\$0
	Specify purpose:				
Subtotal other operating costs requiring specific approval:					\$0
Remaining 6400—Other operating costs that do not require specific approval:					\$42,175
Grand total:					\$42,175

In-state travel for employees does not require specific approval. Field trips consistent with grant program guidelines do not require specific approval. See [TEA Guidelines Related to Specific Costs](#) for more information about field trips. For a list of unallowable costs and costs that do not require specific approval, see the guidance posted on the Division of Grants Administration [Grant Management Resources](#) page.

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Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #11—Capital Outlay (6600/15XX)

County-District Number or Vendor ID: 248-901

Amendment number (for amendments only):

15XX is only for use by charter schools sponsored by a nonprofit organization.

#	Description/Purpose	Quantity	Unit Cost	Grant Amount Budgeted	
6669/15XX—Library Books and Media (capitalized and controlled by library)					
1		N/A	N/A	\$	
66XX/15XX—Technology hardware, capitalized					
2			\$	\$	
3			\$	\$	
4			\$	\$	
5			\$	\$	
6			\$	\$	
7			\$	\$	
8			\$	\$	
9			\$	\$	
10			\$	\$	
11			\$	\$	
66XX/15XX—Technology software, capitalized					
12			\$	\$	
13			\$	\$	
14			\$	\$	
15			\$	\$	
16			\$	\$	
17			\$	\$	
18			\$	\$	
66XX/15XX—Equipment, furniture, or vehicles					
19			\$	\$	
20			\$	\$	
21			\$	\$	
22			\$	\$	
23			\$	\$	
24			\$	\$	
25			\$	\$	
26			\$	\$	
27			\$	\$	
28			\$	\$	
66XX/15XX—Capital expenditures for improvements to land, buildings, or equipment that materially increase their value or useful life					
29				\$	
Grand total:				\$	

For a list of unallowable costs, as well as guidance related to capital outlay, see the guidance posted on the Division of Grants Administration [Grant Management Resources](#) page.

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By TEA staff person:

Schedule #12—Demographics and Participants to Be Served with Grant Funds

County-district number or vendor ID: 248-901

Amendment # (for amendments only):

Part 1: Student Demographics. Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use the comments section to add a description of any data not specifically requested that is important to understanding the population to be served by this grant program.

Total enrollment:**1357**

Category	Number	Percentage	Category	Percentage
African American	29	N/A	Attendance rate	95.3%
Hispanic	1015	N/A	Annual dropout rate (Gr 9-12)	1.1%
White	285	N/A	TAKS met 2011 standard, all tests (sum of all grades tested; standard accountability indicator)	N/A
Asian	7	N/A	TAKS commended 2011 performance, all tests (sum of all grades tested)	N/A
Economically disadvantaged	856	63.1%	Students taking the ACT and/or SAT	N/A
Limited English proficient (LEP)	232	17.1%	Average SAT score (number value, not a percentage)	N/A
Disciplinary placements	26	1.8%	Average ACT score (number value, not a percentage)	N/A

Comments

Part 2: Students to Be Served with Grant Funds. Enter the number of students in each grade, by type of school, projected to be served under the grant program.

School Type	PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Public	0	0	0	0	0	0	104	105	100	89	103	93	86	70	750
Open-enrollment charter school															N/A
Public institution															N/A
Private nonprofit															N/A
Private for-profit															N/A
TOTAL:															750

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Schedule #13—Needs Assessment

County-district number or vendor ID: 248-901

Amendment # (for amendments only):

Part 1: Process Description. A needs assessment is a systematic process for identifying and prioritizing needs, with "need" defined as the difference between current achievement and desired or required accomplishment. Describe your needs assessment process, including a description of how needs are prioritized. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

KISD Curriculum Director, Superintendent, and Technology Coordinator met to analyze the District's technology goals, and to determine our greatest needs. They utilized a variety of tools to determine current technology status and future needs. Data utilized includes comprehensive inventories of all technology equipment and software, technology staff maintenance records, surveys, and the Texas Campus STaR Chart assessment tool provided by the state. They gathered input from staff, students, and community members through District and Campus Site-Based Committees, and the District Technology Committee. Infrastructure, hardware, software, programs, courses, student achievement, staff development, and technical support were analyzed.

Kermit ISD has been working steadily for increased technology in instruction for the past several years. As part of a construction bond, a new elementary opened in the fall of 2009, which was constructed with modern technology in mind. The building has full wireless throughout the building, as well as full Cat5 hard wired connectivity in each classroom. Each room was equipped with ceiling-mounted projectors and ElInstruction interactive whiteboard solution and document cameras. Phase two of the same bond constructed a new high school with the same modern design for technology integration, including SmartBoards in all core content areas and ceiling-mounted projectors. The junior high school was retrofitted with the same wireless network, and SmartBoards with integrated projection. Besides stationary computer labs at each campus, 24/25-station mobile labs were purchased per elementary grade level to share among the 5-6 classes, and each curriculum area at the secondary level. Clicker systems are also available.

Introductory training was provided for all technology with annual review sessions and individualized on-demand support throughout the year. To support this increase in technology, a networking consultant was hired to help optimize and strengthen our infrastructure, and additional Technology Staff members were hired. Meanwhile our education service center was also expanding their Internet access by laying direct fiber optic lines to each school district and making increased bandwidth available. These improvements are bringing about a change in paradigm for instruction as educators integrate technology tools into the learning process. Achievement scores are slowly improving with increased student engagement brought about by technology. However, it has been noted that enhanced learning stops at the end of the school day for many students. Many of students' home Internet access is limited to what is available on their pre-paid cell phone plans. They simply don't have the computer hardware or availability of Internet access at home to take advantage of the opportunities available online. Teachers' expectations for out-of-class assignments are limited by the gap that exists between the majority of our low-income students and their more affluent counterparts.

Therefore, our biggest technology need is to provide electronic learning opportunities to these disadvantaged students, hopefully improving academic performance. Another challenge is provided by the mobility of our students. Kermit is an oilfield town, and as such, families are constantly moving in and out of town. This creates inconsistencies in student learning, and gaps in knowledge which we hope to fill utilizing online resources. These same students also frequently have parents whose own education has been limited, and whose time at home with their kids is at the mercy of oilfield schedules. In response to these needs, the District has taken on an initiative we call TEACH—an acronym that stands for Technology for Everyone, and Access to Computers at Home. Part of this Initiative includes plans to provide technology equipment for student checkout and the availability of free internet service at students' homes. We believe that this initiative will help level the playing field for those students, as well as address other identified, related needs, such as providing for increased parental support and involvement. As parents' technology access is improved, we hope to improve their abilities to help their students to learn and to increase support for advanced career or college readiness.

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By TEA staff person:

Schedule #13—Needs Assessment (cont.)

County-district number or vendor ID: 248-901

Amendment # (for amendments only):

Part 2: Alignment with Grant Goals and Objectives. List your top five needs, in rank order of assigned priority. Describe how those needs would be effectively addressed by implementation of this grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Identified Need	How Implemented Grant Program Would Address
1.	Increase Student Academic Achievement— *KISD Students are below state and regional performance levels *KISD has a highly mobile student base—approx. 25% of our students have changed districts at least twice this school year. 50% of 8 th graders did not start their education in KISD.	*Increase student engagement *Provide targeted instructional support *Address deficiencies in pre-existing knowledge *Provide supplemental learning opportunities beyond the school day *Home access to district/state provided resources (KISD website teacher pages, I-Station, Think Through Math) *Home access to free resources (Khan Academy, Google Docs, Starfall, etc.)
2.	Increase Learning Opportunities for Special Populations *ESL/Bilingual *Low Socioeconomic *Other Special Pops	*Devices can be loaded with content in primary/secondary language *Check-out would allow home computing for students who might not could afford to purchase their own devices *Home wi-fi for students without internet access *Increased learning opportunities for other special needs including Gifted/Talented/ 504/Dyslexic/SpecEd/ Homeless/At-Risk/Migrant
3.	Promote parental involvement and home support / Provide Internet access for home use	*Home wi-fi for students without internet access *Ability to complete assignments/projects at home *Access to online resources provided by district or state *Access to online instruction/reinforcement *Parents could use devices to monitor student grades *Parents who lack content area knowledge can guide students to available Internet resources *Parents would have opportunities to work with / learn with their students *Leveraged with other parental support opportunities
4.	Increase technology skills/ technology literacy of students and parents	Provide training/support for staff/students/parents. Since the grant does not address professional development, the district would support with local funds and personnel. *Learning curve of device usage must be overcome before device can address other needs *Staff must be able to target specific needs of students *Students could take ownership of independent learning *Parents would have opportunities to work with / learn with their students
5.	Prepare students for career and college readiness	*Students could take ownership of independent learning *Research and Writing/Editing Projects could be assigned with equal access to word processing and online research tools for all students *Technology skills are essential in almost all career pathways in the 21 st century

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Schedule #14—Management Plan

County-district number or vendor ID: 248-901

Amendment # (for amendments only):

Part 1: Staff Qualifications. List the titles of the primary project personnel and any external consultants projected to be involved in the implementation and delivery of the program, along with desired qualifications, experience, and any requested certifications. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Desired Qualifications, Experience, Certifications
1.	Curriculum Director	Minimum 5 years experience as curriculum director; knowledge of the instructional program in core content areas; ability to provide professional development and communicate program goals, expectations, and priorities. Must have the ability to conduct needs assessment and program evaluations.
2.	Technology Coordinator	Minimum 5 years in education, BS degree, network management experience, computer repair, instructional and operational software, etc. Must have the ability to see projects through from inception to completion, work to better the overall instructional technology program, maintain the network, troubleshoot issues with technology, and support teachers in the use of technology in the classroom. Experience staff development/ technology training, and program implementation.
3.	Network Consultant	At least 5 years' experience in network design and implementation. Must have experience in grant fulfillment and design/creation of community networks. Must have working relationships with numerous vendors and service providers, and knowledge/experience with Kermit ISD network infrastructure
4.	Library/Media Specialist	Ability to maintain accurate inventory and checkout records using library software and/or paper records. Must be able to assess incoming returned equipment for damage and working condition.
5.	Technology Staff	Minimum 5 years' experience in technology support field. Ability to perform on-site technical work to install, maintain, & repair computer equipment & peripherals, network, and software applications throughout the district. Provide end-user support and training. Assist the District Technology Coordinator as needed. Must keep detailed technical support records.

Part 2: Milestones and Timeline. Summarize the major objectives of the planned project, along with defined milestones and projected timelines. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Objective	Milestone	Begin Activity	End Activity
1.	Increase student achievement and CCR through computer based technology access.	1. Purchase computing devices	07/01/2014	12/01/2014
		2. Develop plan for device content	08/01/2014	01/31/2015
		3. Load computing devices with appropriate software	09/01/2014	01/31/2015
		4. Purchase carrying cases for checkout equipment	07/01/2014	12/01/2014
		5.	XX/XX/XXXX	XX/XX/XXXX
2.	Increase at home learning opportunities for at risk populations.	1. Identify students with priority access to loan devices	09/01/2014	01/31/2015
		2. Provide identified students with access to devices	10/01/2014	01/31/2015
		3. Develop plan for checkout by non-priority students	07/01/2014	09/01/2014
		4. Design policies & procedure for <i>TEACH Initiative</i>	07/01/2014	10/01/2014
		5. Train library staff	08/01/2014	09/30/2014
3.	Promote parental involvement & student learning support by boosting at home technology	1. Inform parents of the computer lending program	09/01/2014	02/01/2015
		2. Issue technology lending agreement to identified stu	09/01/2014	02/01/2015
		3. Provide training/orientation to parents/students	10/01/2014	02/01/2015
		4.	XX/XX/XXXX	XX/XX/XXXX
		5.	XX/XX/XXXX	XX/XX/XXXX
4.	Provide internet access to students at home	1. Determine community wireless area	07/01/2014	09/30/2014
		2. Determine saturation/coverage needs	07/01/2014	09/30/2014
		3. Design wireless network to meet identified needs	07/01/2014	09/30/2014
		4. Purchase needed hardware to create network	08/01/2014	10/31/2014
		5. Build & test wireless network	09/01/2014	01/30/2015

Grant funds will be used to pay only for activities occurring between the beginning and ending dates of the grant, as specified on the Notice of Grant Award.

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By TEA staff person:

Schedule #14—Management Plan (cont.)

County-district number or vendor ID: 248-901

Amendment # (for amendments only):

Part 3: Feedback and Continuous Improvement. Describe the process and procedures your organization currently has in place for monitoring the attainment of goals and objectives. Include a description of how the plan for attaining goals and objectives is adjusted when necessary and how changes are communicated to administrative staff, teachers, students, parents, and members of the community. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Feedback and continuous improvement is an integral part of any system. Monitoring student and teacher usage is accomplished through the management interface system already installed in the devices we are purchasing. The checkout and lending system is designed so that the librarians are able to adjust procedures as the need arises without creating the need to modify the entire system. The *TEACH Initiative* will leverage the district's technology work order system to target specific issues with devices and WIFI issues.

The District Improvement Plan is developed each year with the input of District Site-Based Decision-Making Committee. The goals of the District Improvement Plan are the district goals and each goal has objectives and strategies listed that outline how the district will meet those goals. The process begins in the Spring when the campuses conduct their Comprehensive Needs Assessment. Staff, students, parents, and community members are surveyed. Programs are evaluated for effectiveness. For the lifetime of this grant, questions would be added to those surveys that address the goals of the Lending program.

The district has several standing committees that serve to solicit stakeholder feedback from parents, students, teachers, administrators and the community. These committees include the Technology Committee, Student Advisory Council, campus and district Site-Based Committees. In addition to receiving feedback through the management system, work order system, and standing committees, the technology staff commonly provides on demand services via one on one interaction. This type of on demand assistance allows us to collect data on a regular basis.

The KISD Administrative team (our "A-Team") meets on a mostly weekly basis to evaluate and discuss the status of all district happenings. Problems are discussed and solutions or adjustments are offered. The A-Team then relays pertinent information to their respective staff. As time progresses and we reach implementation milestones, the A-Team and technology ad hoc committee will evaluate progress towards established goals as well as the effectiveness of the program.

Part 4: Sustainability and Commitment. Describe any ongoing, existing efforts that are similar or related to the planned project. How will you coordinate efforts to maximize effectiveness of grant funds? How will you ensure that all project participants remain committed to the project's success? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Kermit ISD has been working steadily to increase technology in instruction for the past several years. As part of a construction bond, a new elementary opened in the fall of 2009, which was constructed with modern technology in mind. The building has full wireless throughout the building, as well as full Cat5 hard wired connectivity in each classroom. Each room was equipped with ceiling-mounted projectors and ElInstruction interactive whiteboard solution and document cameras. Phase two of the same bond constructed a new high school with the same modern design for technology integration, including SmartBoards in all core content areas and ceiling-mounted projectors. The junior high school was retrofitted with the same wireless network, and SmartBoards with integrated projection. Besides stationary computer labs at each campus, 24/25-station mobile labs were purchased per elementary grade level to share among the 5-6 classes, and each curriculum area at the secondary level. Clicker systems are also available. Introductory training was provided for all technology with annual review sessions and individualized on-demand support throughout the year. To support this increase in technology, a networking consultant was hired to help optimize and strengthen our infrastructure, and additional Technology Staff members were hired. Meanwhile our education service center was also expanding their Internet access by laying direct fiber optic lines to each school district and making increased bandwidth available.

All of the progress we have made toward leveraging technology in the classroom shows a continued commitment to learning in the 21st century. The actual program we are proposing exceeds the \$100,000 limits of the grant program; however, the district is so devoted to this movement, that if we are able to secure the grant, the district has committed to supplying the additional funds necessary. Without the Technology Lending Grant we will be unable to move forward at this time; but, once the structure is in place maintenance of the WIFI net and devices is simple with the occasional upgrade and unit replacement.

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By TEA staff person:

Schedule #15—Project Evaluation

County-district number or vendor ID: 248-901

Amendment # (for amendments only):

Part 1: Evaluation Design. List the methods and processes you will use on an ongoing basis to examine the effectiveness of project strategies, including the indicators of program accomplishment that are associated with each. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Evaluation Method/Process	Associated Indicator of Accomplishment	
1.	Examination of devices and educational interface purchased for lending program	1.	Devices function as expected with less than 5% replacement required
		2.	Teachers report that the classroom interface restricts off task behavior (85%).
		3.	Students report that the devices are effective tools for learning (85%).
2.	Evaluation of the type and number of students taking advantage of the lending program	1.	Priority students have been identified and trained with the devices (90%).
		2.	Checkout logs reflect that target students are using the devices (85%).
		3.	Library staff are trained and effectively checking out technology (100%).
3.	Analysis of city wide WIFI net for efficiency and stability	1.	System outages are rare, less than 2 times a month.
		2.	System outages are short in duration, less than 2 hours.
		3.	WIFI speeds are suitable for at home student needs; videos play w/o buffering 85% of the time.
4.	Teacher, parent and student surveys	1.	Parents report that students are using technology more at home by 80%.
		2.	Students report that access to at home internet has improved by 20%.
		3.	Teachers report that technology integration has increased by 20%.

Part 2: Data Collection and Problem Correction. Describe the processes for collecting data that are included in the evaluation design, including program-level data such as program activities and the number of participants served, and student-level academic data, including achievement results and attendance data. How are problems with project delivery to be identified and corrected throughout the project? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Evaluation of the devices is very straightforward in that the data used will come from the already established technology work order system. The system logs all reports and IT department responses. Additionally, device replacement is covered under manufacturer's warranty, which will be monitored and corrected by IT staff. Records will be kept of all repairs made, and the lending agreement provides a fee scale whereby students/parents are responsible for loss or damage. Insurance has been forgone due to the high cost of insurance in relationship to replacement cost.

Student, teacher, and parent surveys are taken annually using a platform called SurveyMonkey. Student responses are collected and analyzed for trends on a number of topics including the effectiveness of the computing devices as well as internet access at home. Parent responses are collected in much the same way; however, we also collect the data in a paper based format then enter the data into SurveyMonkey. With this program we are looking to see that access to technology at home has increased. Should there be an issue here, additional parent trainings and meetings will take place.

Library records will show the students served, which can then be correlated to state testing results, hopefully documenting increased academic performance.

The district consults with a network specialist who will oversee engineering and installation of the WIFI network. The district's network currently has a system in place to monitor WIFI access points for functionality, strength, and speed. This system will be used to monitor and respond to issues with the WIFI.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 248-901

Amendment # (for amendments only):

Statutory Requirement 1: Applicant must describe how it will use funds to implement or enhance a technology lending program to loan students the equipment necessary to access and use electronic instructional materials. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Our plan to address gaps in technology need and available technology for students at home by providing computers for students to check out of the library in grades 5-12. We are calling this the *TEACH Initiative*, TEACH stands for, "Technology for Everyone and Access to Computers at Home." The devices are tablets with touch screen technology with a Bluetooth keyboard. These devices will be loaded with a classroom management program that allows teachers to push assignments to students while restricting a student's ability to get distracted by adventuring off into different programs, applications, or websites. The devices will also have productivity software loaded so that students can complete assignments such as spreadsheets, presentations, documents, and databases.

In addition to making technology available to students at home, the *TEACH Initiative* includes plans to provide internet access to our students via a city wide WIFI network. The system will include 3-4 omnidirectional antennas strategically placed around town and roughly 135 wireless access nodes. Kermit TX is approximately 2.4 miles in diameter with relatively flat terrain and low profile buildings. What that equates to is an area that is almost ideal for a WIFI net of sorts that can reach 98% of all KISD students. Students would have access to most of the same resources available to them at school.

The *TEACH Initiative* will require that students and parents sign a Technology Lending Agreement that clearly defines the expectations for use, care and maintenance of the device as well as what it means to be a responsible digital citizen. Parents and students will have to complete a training program before they are eligible to check-out a school computer for at home use. The KISD library system is adept at cataloguing, monitoring, and tracking diverse inventory from books to classroom media. The librarians will be an essential part of the program in that devices will be checked out through the library.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 248-901

Amendment # (for amendments only):

Statutory Requirement 2: If the applicant has already purchased, or is also purchasing, lending equipment through other funding sources such as the Instructional Materials Allotment, the applicant must describe how equipment from all funding sources will be used in a cohesive manner to support efforts to ensure students have dedicated access to a technology device. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The state and consequently the district recently went through a math and science textbook adoption. The meager Instructional Materials Allotment is barely sufficient enough to cover new materials for the elementary school, much less attend to the needs of the entire district. Further, the resources available through the new adoption are increasingly technology dependent. The textbook committee has determined what resources each campus will need but technology devices are not a part of the budget.

Student and parent surveys collected indicated that up to 80% of households have computing devices, but these devices include cell phones, gaming systems, and e-readers. Such devices as previously listed are not suitable for research, homework completion, or accessing textbook adoption resources.

The district has been on a journey towards instructional implementation of technology in the classroom and on the intervention front. The Technology Lending Grant monies would allow us to supplement these efforts and make technology and internet available to high need, low-income households across the district. The TEACH Initiative is parallel to a 1 to 1 classroom initiative the district is currently undertaking. The 1 to 1 classroom transition will have a computing device in every core classroom in grades 5 -12 with teachers posting Kermit lessons through the management interface.

The Instructional Materials Allotment will provide the new textbook resources which will work with the district's 1 to 1 core classroom initiative to the tune of over \$300,000 and the TEACH Initiative through TLP would provide students at home access to the internet as well as devices to use.

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By TEA staff person:

Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 248-901

Amendment # (for amendments only):

TEA Program Requirement 1: Applicant must describe how the lending program aligns with existing mission and goals of the public school district or open-enrollment charter school. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The mission of Kermit Independent School District, in partnership with the community, is to provide a comprehensive, caring educational experience for all children. KISD strives to create a fulfilled, socially responsible, lifelong learner by nurturing the unique talents of each individual and promoting a culture of respect which values diversity. KISD remains driven by the expectation that we maintain the highest social and educational values. No child will be left behind by striving for excellence today while preparing students for success in a technical world tomorrow. In summary, we want all children to have the opportunity to learn to the best of their ability.

The *TEACH initiative* is designed to support these goals, and to provide increased learning opportunities to those students whose circumstances have left them at a disadvantage. By providing them with electronic learning resources at home, KISD hopes to improve student achievement and close learning gaps while increasing family support.

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By TEA staff person:

Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 248-901

Amendment # (for amendments only):

TEA Program Requirement 2: Applicant must describe how it will prioritize campuses with the highest need for a technology lending program. Applicant must also describe how it will ensure access to lending equipment and residential access to the Internet among students who have the greatest need. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Kermit ISD is a single attendance zone district in that we only have one campus per grade span. We determined grade level need based on the increasing demands of producing students that are college and career ready. We are targeting grades 5 – 12 because 5th grade is where students move from more concrete activities and into more abstract thinking and academic demand.

We will prioritize student access to lending device by primarily looking at their socioeconomic status. Students considered low SES will automatically go into a priority group. Within that priority group, students with special needs will get priority. Special needs students will include English Language Learners (ELL), SPED/504 and dyslexia. Students who are not a part of the SES priority group will receive priority status if they are either tier II or tier III in the established response to intervention system (RtI).

Residential access to the internet within town does not have to be prioritized due to the fact that we are creating a city wide WIFI network. Kermit is land locked and 98% of our student population lives within a 2.4 mile radius. For those students who live outside of the 2.4 mile radius, they will have access to the internet at local eateries, the public library, or anywhere within the WIFI broadcast area.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 248-901

Amendment # (for amendments only):

TEA Program Requirement 3: Applicant must describe how the lending program aligns with current curriculum, instruction, and classroom management policies and/or practices on its participating campus(es). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Kermit ISD has been working steadily to increase technology in instruction for the past several years. The elementary, JH, and HS buildings have full wireless throughout the building, as well as full Cat5 hard wired connectivity in each classroom. Each room is equipped with ceiling-mounted projectors and ElInstruction interactive whiteboard solution and document cameras. The JH and HS also have SmartBoards in all core content classes with student response systems. Besides stationary computer labs at each campus, 24/25-station mobile labs were purchased per elementary grade level to share among the 5-6 classes, and each curriculum area at the secondary level.

To support this increase in technology, a networking consultant was hired to help optimize and strengthen our infrastructure, and additional Technology Staff members were hired. Meanwhile our education service center was also expanding their Internet access by laying direct fiber optic lines to each school district and making increased bandwidth available.

The increase in available technology grew simultaneously with access and implementation of cloud-based instructional programs. Two years ago, the state's Student Success Initiative provided all students in grades 3-8 with access to online reading and math intervention programs called Istation and Think Through Math respectively. Students with computers and internet at home could benefit from these programs after school hours; however, not all students could benefit due to lack of access. The HS also has cloud based programs for struggling students. The primary program is OdysseyWare (OW), a credit recovery program. Students who have fallen behind and need to recover credits use this program for that purpose; but OW is also used for subject remediation in test prep situations.

The district's curriculum resources are also heavily cloud based. Over the last 5 years, publishers such as Pearson, Houghton Mifflin, and others have made their textbooks and other adoption materials available online to save on the cost of printed materials as well as in response to the fact that our children are now digital citizens. Students with internet access and actual computers, rather than gaming systems, have an advantage in that they can leverage these resources where other kids cannot.

The *TEACH Initiative* perfectly aligns with student's need for devices, internet access, and the available district curriculum resources. The TLP and the district's 1to1 classroom initiative create an ideal scenario for student learning in the 21st century.

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By TEA staff person:

Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 248-901

Amendment # (for amendments only):

TEA Program Requirement 4: Applicant must describe how it is using electronic instructional materials in one or more foundation curriculum subject area(s) for one or more grade level(s). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Kermit ISD has been working steadily to increase technology in instruction for the past several years. As part of a construction bond, a new elementary opened in the fall of 2009, which was constructed with modern technology in mind. The building has full wireless throughout the building, as well as full Cat5 hard wired connectivity in each classroom. Each room was equipped with ceiling-mounted projectors and ElInstruction interactive whiteboard solution and document cameras. Phase two of the same bond constructed a new high school with the same modern design for technology integration, including SmartBoards in all core content areas and ceiling –mounted projectors. The junior high school was retrofitted with the same wireless network, and SmartBoards with integrated projection. Besides stationary computer labs at each campus, 24/25-station mobile labs were purchased per elementary grade level to share among the 5-6 classes, and each curriculum area at the secondary level. Clicker systems are also available to promote instant feedback. Software subscriptions are in place to support core area. Introductory training was provided for all technology with annual review sessions and individualized on-demand support throughout the year. To support this increase in technology, a networking consultant was hired to help optimize and strengthen our infrastructure, and additional Technology Staff members were hired. Meanwhile our education service center was also expanding their Internet access by laying direct fiber optic lines to each school district and making increased bandwidth available.

Currently all core subject areas at all grade levels have interactive instruction materials available, but it is still mostly on a teacher-delivered model. Most lessons are presented using one or more technology tools such as interactive whiteboards, document cameras, and projectors. Hands-on computer time for students is focused on technology literacy and core curriculum drill & practice activities. Our goal is to leverage the e-learning materials provided by new textbook adoptions to promote more cooperative and independent learning focused on higher-level thinking skills. Our *TEACH Initiative* and core 1 to 1 programs are designed to place tech resources directly in the hands of the students, both at school and at home for those in need. Additional staff development is planned to help teachers transition to more student-driven learning.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 248-901

Amendment # (for amendments only):

TEA Program Requirement 5: Applicant must describe professional development for teachers in the use of electronic instructional material that has already occurred or will occur within the first three months of the grant period (i.e., October 1, 2014-December 31, 2014) to be prepared for the grant implementation. Note: Any professional development that is provided within the grant period must be provided with non-grant funds. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

KISD has provided ongoing training on new hardware and software as it has been acquired, with individualized support available from the Technology staff. In response to curriculum changes, and planned hardware acquisitions over the next school year, extensive technology staff development is planned for the summer of 2014, including three "Technology Integration Academies." The Academy model will provide four days of extensive tech training including pedagogy and reason for change. A wide variety of Web 2.0 tools will be investigated by participants, and implementation of those tools to promote higher-level learning activities will be explored. Additional workshops are planned throughout the summer to provide more in-depth study of specific tools or practices. Participants in these programs will be given support materials that will enable them to recall what they have learned and put it into practice. Reference materials will be available on the Kermit ISD website, and through other online resources, such as LiveBinders. All trainings will be provided by local staff or other local funds.

TEA Program Requirement 6: Applicant must describe how infrastructure is adequate to support students' anticipated use of devices provided through the grant at its participating campus(es). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Kermit ISD has been working steadily to increase technology in instruction for the past several years. The elementary, JH, and HS buildings have full wireless throughout the building, as well as full Cat5 hard wired connectivity in each classroom. To support this increase in technology, a networking consultant was hired to help optimize and strengthen our infrastructure, and additional Technology Staff members were hired. Meanwhile our education service center was also expanding their Internet access by laying direct fiber optic lines to each school district and making increased bandwidth available.

Our next logical step is to open up our resources for use outside regular school hours. Our current filtering system starts at the head-end with our ESC18 fiber connection. The bandwidth is available to support students' home use after hours, but the connections are not available at this time. The judicious placement of wireless access points around the community will allow students to bridge that gap, making our network available to students at home as needed. A "quadrant map" of the City of Kermit has been combined with demographic input and terrain/structural input to put together a "usual and customary" set of design and cost parameters for this type of project. Our goal is to provide a reasonable Internet response time for the estimated number of external simultaneous laptop users (± 50) on any given day.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 248-901

Amendment # (for amendments only):

TEA Program Requirement 7: Applicant must describe a plan for providing Internet access to the homes of students as needed. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The *TEACH Initiative* includes plans to provide internet access to our students via a city wide WIFI network. The system will include 3-4 omnidirectional antennas strategically placed around town and roughly 135 wireless access nodes. Kermit TX is approximately 2.4 miles in diameter with relatively flat terrain and low profile buildings. What that equates to is an area that is almost ideal for a WIFI net of sorts that can reach 98% of all KISD students. Students would have access to most of the same resources available to them at school. Students who do not live within that 2.4 mile radius would have access to the internet at the public library, local eateries, or any home within reach of the network.

TEA Program Requirement 8: Applicant must describe how technical support is adequate to support students' anticipated use of devices provided through the grant at its participating campus(es). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

With the growth in KISD's instructional technology and cloud-based curriculum, the district also increased the number of staff in the information technology (IT) department from 2 full time people to 3 full time people and 2 part time staff. In addition to the permanent staff, the district has contracted with a network specialist for the purpose of improving and upgrading the infrastructure to support the dramatic increase in technology.

The IT staff provide professional development on the new devices, service and set-up devices, monitor the work order system, and provide students, teachers, administrators, and other staff with access to the district's network. The work order system assures that we attend to urgent tech issues as well as track patterns with the issues that do come up. Tracking the patterns points to trends that may connect singular events to more macro problems. We anticipate maintaining this level of staffing at this time but recognize that there is a need to replace the consultant with a full time position. The consultant is currently contracted through 2016 and as such we believe that the IT support available to students is more than adequate to support the *TEACH initiative* as well as the district's 1to1 classroom initiative.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 248-901

Amendment # (for amendments only):

TEA Program Requirement 9: Applicant must describe how the grant will be administered on participating campus(es), including a description of how the check-out and check-in process will operate, who will be in charge of the check-out process, especially in cases of competing need, and the process that will be used to maintain the technology lending equipment in proper working condition. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Kermit ISD plans to leverage existing personnel and procedures to administer the daily checking in and out of equipment. Campus librarians are already accustomed to inventory control and currently take care of things like textbook management as well as ordinary library books. Lending will be limited to a two-week check-out, a procedure designed to aid in inventory management and our mobile student base. In cases of competing need, priority will be given to those in our target demographic areas.

Librarians will be furnished with a database listing the students who have completed the required training and have the necessary signed agreement on file to participate in the program. Those students will be given a ranking based upon a combination of criteria including socio-economic status; special needs membership and student achievement histories. We will prioritize student access to lending device by primarily looking at their socioeconomic status. Students considered low SES will automatically go into a priority group. Within that priority group, students with special needs will get priority. Special needs students will include English Language Learners (ELL), SPED/50 and dyslexia. Students who are not a part of the SES priority group will receive priority status if they are either tier II or tier III in the established response to intervention system (RtI).

Residential access to the internet within town does not have to be prioritized due to the fact that we are creating a city wide WIFI network. Kermit is land locked and 98% of our student population lives within a 2.4 mile radius. For those students who live outside of the 2.4 mile radius, they will have access to the internet at local eateries, the public library, or anywhere within the WIFI broadcast area.

Upon return of equipment, the librarians will assess for working condition, and file work orders with the technology department for any problems that are identified.

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Schedule #17—Responses to TEA Program Requirements (cont.)

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Amendment # (for amendments only):

TEA Program Requirement 10: Applicant must describe how it will account for the technology lending equipment according to local policy, including providing insurance if appropriate. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The technology lending equipment will be distributed to each campus in this manner, 30 devices for KES, 50 devices for KJHS, and 50 devices for KHS. The devices will be inventoried and labeled by the campus librarian and placed in a carrying case that will contain the device with its power/charging cord. The units will be housed in a locking cabinet in the library's media center or storage room. Librarians have extensive training on inventory checkout and management but will receive additional training on care and maintenance of the devices.

According to policy students and parents must sign the Technology Device Lending Agreement as well as participate in a required training to be able to check-out the *TEACH Initiative* devices. Librarians will have a list of the students who have completed these requirements and will check out according to the priority schedule therein. The lending agreement outlines a fee schedule for damage to or loss of a device. The insurance on these devices runs about \$160 per unit for a device that costs \$360. Given that statistically we are looking at less than 20% ratio of damage/loss to the total inventory of machines, it is more fiscally responsible to leverage a fee schedule and purchase replacement devices.

TEA Program Requirement 11: Applicants must describe the development and implementation of a *Technology Lending Agreement* to be signed by parents or guardians of the students and by the student. The agreement must address responsible use and care of the equipment, responsible use of the district's digital resources, and responsible use of the Internet. The agreement may incorporate an existing *Responsible Use Policy* by reference. The Technology Lending Agreement must verify that students receiving Internet access at home have a demonstrated grade level mastery of the Digital Citizenship strand of the Technology Applications Texas Essential Knowledge and Skills (TEKS). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Taking advantage of other schools' experiences, the technology coordinator researched schools with existing lending programs, and synthesized the best of the available data to design Kermit ISD's Lending Agreement. Local concerns were also addressed, and the Agreement form customized for our unique situations, such as student mobility.

The agreement addresses responsible use and care of equipment, responsible use of the district's digital resources, and responsible use of the Internet; being good digital citizens. It incorporates an existing Responsible Use Policy by reference and works in unison with our current acceptable use policy required of all district network users. Additionally, KISD's agreement addresses appropriate language, privacy, plagiarism and copyright infringement, inappropriate access to material, rights, due process and limitations of liability.

These concepts and documents will be shared with the parents and student in the student handbook, on our website, and will be part of the TEACH initiative training module students and parents must complete. Additionally, the district's internet safety curriculum mirrors the principles within the agreement and clearly establishes what it means to be a good digital citizen.

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